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ABSTRACT

Self-study is described as a process wherein local school district guidance staffs, with the aid of consultants if needed, determine the objectives for guidance services within a local setting and establish methods by which those objectives can be met most effectively. Program objectives and related activities are formulated only after sufficient data are collected and analyzed to form the base for establishment of program priorities. The newly established behaviorally stated guidance program objectives then constitute a valid framework for program development, implementation and evaluation. Guidelines are presented for setting up such a self-study program in a school district guidance program. Topics discussed are: (1) understanding the community; (2) understanding the school; (3) understanding the perceptions of the guidance program's various publics; (4) collecting, interpreting, analyzing, and reporting the data; (5) developing a statement of guidance program goals; and (6) developing objectives and activities for a specific guidance program. (Author/SPT)

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Guidelines for Self-Study of a School District Guidance Program

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Guidelines for Self-Study of a School District Guidance Program

Prepared by
Division of Pupil Personnel Services
Bureau of Instructional Support Services
Pennsylvania Department of Education
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FOREWORD

The primary objectives of guidance programs relate to student behavior and development. Therefore, the only true measure of the value of the guidance program must be in terms of what happens to students.

(Wellman and Twiford, 1962)

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Introduction

THE SELF-STUDY PROCESS

What is self-study? The Division of Guidance Services' version of self-study describes it as a process wherein local school district guidance staffs, with the aid of consultants if needed, determine the objectives for guidance services within a local setting and establish methods by which those objectives can be met most effectively. Program objectives and related activities are formulated only after sufficient data are collected and analyzed to form the base for establishment of program priorities. The newly established behaviorally stated guidance program objectives then constitute a valid framework for program development, implementation and evaluation.

Objectives of the Self-Study Process

I. To collect and analyze data from the guidance program's various publics:

   A. To determine effectiveness of present programs as viewed by former and present students, teachers, administrators, parents and relevant segments of the community.

   B. To determine nature and extent of gap(s) between apparent expectations of various publics and those of guidance staffs.

   C. To determine needs to be met in order to narrow the differences in the expectations of various sub-populations.

   D. To determine unique characteristics of student population and the community which call for particular objectives for the guidance department.

II. To develop program objectives, strategies and methods of assessment.

   The school district prepares guidance program strategies to be employed to reach the objectives and methods to be used to determine whether objectives have been attained.

III. To develop a plan for implementation of the revised guidance program.

The school district's guidance staff formulates a plan of action to implement the recommended expansions or modification of the local guidance program efforts.

Phases of the Self-Study Process

The self-study process is organized in three phases, the completion of which leads to the achievement of the aforementioned objectives.

Phase A.1-Data Collection

The expectancies and perceptions of recipients of guidance services must be identified and analyzed. While a great deal of the data needed to complete this process may be available in the school district files, it is highly desirable that none of the following topical areas be omitted or considered of minor importance. One should consider the following sources of input as a minimum data base for formulating workable guidance program objectives. It is recommended that data be collected from the following sources: (1) former students, (2) present students, (3) teachers, (4) administrators, (5) parents and (6) relevant segments of the community.

The information gathered and compiled about the school and community should include data dealing with (1) enrollment trends, (2) dropout trends, (3) mobility in community, (4) student aspirations/plans, (5) educational status and employment patterns of parents, (6) socio-cultural patterns of the community, (7) community agencies and their services and (8) organizational and operational power structure of the district.

Phase A.2-Data Analysis

Following the receipt of the data, it will be necessary to interpret and analyze this information for purposes of determining the following:

1. Effectiveness of present program as viewed by the significant publics.
2. Determination of the implications of data in terms of "expectations' gap."
3. Identification of any "uniqueness" of school and community from information compiled which will call for unique objectives and strategies.

The interpretation and analysis of the collected data should be completed as soon as possible after it has been collected and tabulated.

Phase B-Objectives, Strategies, Assessment Methods

In Phase B efforts need to be focused upon the preparation of appropriate objectives based on the data collected in Phase A. Objectives to be functional must be specific, measurable and consistent with the goals of the service to students as well as congruous with school district philosophy and societal aims.

Once defined objectives are available, strategies (purposeful articulated activities) must be cited which indicate how movement toward accomplishing the objective will occur. Finally, assessment methods must be established to determine whether objectives have been attained.

Most would be quick to announce that objectives have always directed guidance programs. It is a fact that most programs have sets of objectives, and many are written with sincerity of purpose. However, when analyzing some objectives it becomes apparent that the verbiage is abstract and/or the intent is inappropriate. A few examples might depict the fallacious nature of some objectives:

1. "To provide educational and occupational information to all students." Is the intent to have students read the information? Is the student to remember the facts presented? Does the counselor want the student to choose a future educational and occupational goal which is in line with ability and interest test measures? In summary, what are the outcomes desired from this specific objective?

2. "To create responsible citizens." Vague purposes stated in the form of objectives lead to programs of services which are just as vague. While an objective such as the above might have been good enough to mask the mediocrity of some guidance programs of past decades, it will not serve to justify program endeavor in an Age of Accountability.

Within this system of self-improvement is the opportunity to remove all the uncertainty of educational jargon and abstract guidelines. If any part of what is developed through self-study--objectives, strategies, methods of assessment--were to be considered out of context, and not as interrelated components, the same distorted or delimiting view of impact would dominate our program review. However, with completeness of effort, i.e., to develop strategies and assessment methods which are consistent with the broad objectives, the work done becomes that which is directed in a behavioral manner.

Phase C- Plans for Implementation

In this final phase of the self-study process, the school district is given the opportunity to respond to the findings and recommendations of the study through meaningful program revisions. This phase represents the planning stage for implementation of all the efforts put forth in Phases A and B.

Some districts will find the implementation of all the recommendations difficult due to fiscal constraints. Special consideration for project funding will be given to those districts which have completed self-study, insofar as

requests fall within the standards established for project approval. Only after a self-study of the total guidance program can assurance be given that project funds are being dispensed with a degree of "fit" within a comprehensive guidance program frame of reference.

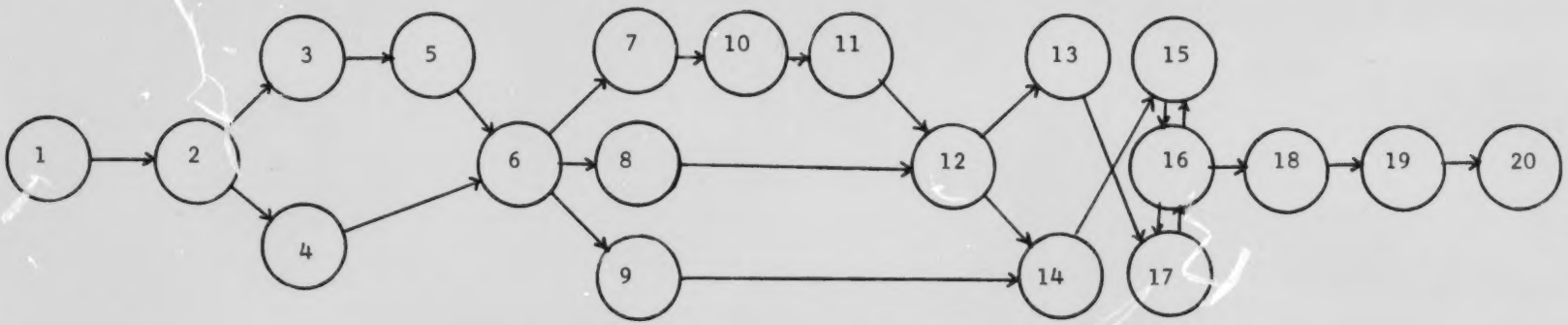
In addition, self-study paves the way for school districts to request further consultative assistance from the Division of Guidance Services, which is appropriate to specific needs of ongoing program development.

Management of the Self-Study Process

A suggested technique for managing the self-study process is illustrated on the following page. This flow chart depicts a method by which the scope of work and manpower assignments can be scheduled in a continuous viable manner.

TWENTY STEPS TO SELF-STUDY

A FLOW CHART



1. Submission of intent to participate in self-study
2. Meeting to plan Phase I activities
3. Prepare instruments for data collection
4. Determine sample population to be surveyed
5. Submit materials for consideration
6. Duplicate instruments for distribution
7. Distribute instruments
8. Gather pre-recorded data
9. Have guidance staff complete instruments as they perceive others will
10. Send first reminder
11. Second reminder by phone or mail
12. Compile, analyze and interpret data
13. Identification of uniqueness of school and community
14. Meeting to determine the implications of expectation gaps
15. Develop objectives
16. Develop strategies for reaching objectives
17. Develop means of assessing effectiveness of the strategies
18. Collate objectives, strategies and assessment into a model for developing the guidance program
19. Plan for implementation of revised guidance program
20. Response of decision-makers in school district

A Formal Commitment to Self-Study

The decision to become involved in this important professional development experience is in your hands. This aspect of guidance programming has always ranked as a high priority item. Some have been successful in completing periodic program self-studies without outside assistance; others have failed in their attempts; many have never considered this an important ingredient to program improvement. If you are interested in self-study, we stand ready to provide assistance in upgrading our profession.

To proceed with continuity and managerial orderliness in such an endeavor, certain costs which are not part of the regular guidance program may have to be defrayed. In order to assist school districts with funding for this type of activity, the Division of Guidance Services will accept project proposals which are consistent with the provisions for guidance projects outlined in "Guidelines for Guidance Project Applications." In the typical self-study project, project funds will be used to cover expenditures for: mailing, telephoning, reference materials, clerical assistance, machine tabulation. At the discretion of the local district and in accordance with project guidelines, funds may be used for the reimbursement of guidance staff for work which is accomplished in the self-study program beyond the regular school district contractual agreement, for example, work done during vacation periods and after-school hours.

This introductory material is designed to cover the rationale, descriptive aspects and funding arrangements of the self-study process. Certainly, feelings of ambivalence must have occurred in your thinking as you read this

material. On the one hand, you know that it is a worthwhile and needed project if school guidance programs are to survive and/or progress. However, on the other hand, some of you might have entertained the notion that a project of such magnitude cannot be added to the heavy burden which already exists for the guidance counselor. The Division of Guidance Services' staff anticipated these thoughts with a realistic view of the responsibilities of educators generally and counselors specifically.

The whole matter rests in the degree of commitment for such an activity which is held by you and your colleagues. If it is believed that the need to discover factually what impact guidance services are having in your local area, and that program improvement may be necessary, then it seems reasonable to expect administrative support in ranking self-study as a first-priority item with necessary adjustments made in other aspects of program activity. Does this mean that all other program efforts cease while self-study is pursued? Of course, a negative reply applies here. However, it can be expected that a greater time allocation must be assigned to the research-and-evaluation aspect of guidance services than that which has been allotted for this purpose during most previous school terms. In those years when preparation for a Middle States' evaluation is a priority item in a particular school district, shifts in work responsibilities are often necessary. Self-study will call for similar expenditures of time and realignment of duties.

In determining commitment to such a project, one might consider these questions:

1. Are good guidance services considered to be an important and integral part of the student's total educational process?

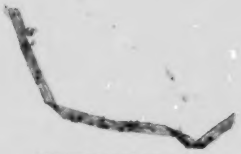
2. Are we truly interested in upgrading guidance programs to meet the needs of all students?

3. Is it difficult at present to justify local guidance services on the basis of identified expectancies of the school and community?

4. Would my school district be interested in this project even if funding arrangements were not part of the plan?

If positive answers to the above questions can be pronounced without hesitation, it would appear that a commitment has been declared. This commitment, then, should be converted into action through the filing of a formal statement of intent to pursue the self-study program.

Phase A



INTRODUCTION

Phase A is one of four phases of the total self-study process. The purpose of this initial aspect of the study is to collect, analyze and report data which will determine:

1. The effectiveness of present programs as viewed by (a) former students, (b) present students, (c) teachers, (d) administrators, (e) parents, (f) relevant segments of the community.
2. The nature and extent of the gap(s) between apparent expectations of the various publics and those of the guidance staff.
3. Needs to be met in order to narrow the identified gap(s).
4. Unique characteristics of student populations and the community which call for particular objectives for the guidance department.

In order to achieve the purpose of Phase A, it is necessary to utilize data which are available presently as well as to collect other data through the use of instruments such as the samples presented later in this publication, which have application to the identified components and sections of this aspect of the study.

Phase A is organized within the structure of three major components: understanding the community, understanding the school and understanding the perceptions of the guidance program's various publics. Each component includes sections which focus upon specific tasks applicable to the completion of the initial phase of the study.

PHASE A.1 DATA COLLECTION

The successful completion of Phase A rests heavily upon the methods used in collecting the data within the categories identified. Suggested guidelines for such efforts can be found in the explanatory material which follows.

Several general rules which should be observed in developing suitable survey instruments are:

1. Involve community, student and faculty leaders in developing ideas for questions.
2. Prepare simple, easily understood questions involving only one idea.
3. To facilitate both answering and analyzing, surveys should include mostly structured questions.
4. A series of questions on a similar topic and of a similar form should begin with easy-to-answer, non-controversial questions.
5. If possible, the questionnaire should be pre-tested on a group of people to refine it before actual use (Baumel, et al., 1964).

Two main methods of data collection are likely to be used in a self-study, the interview and the questionnaire.

The Interview

The interview allows the opportunity to clarify ambiguous questions and answers detected on the survey instruments. It also gives the person being interviewed a greater sense of the importance of the data being gathered, which may lead to more accurate results. The obvious difficulties are in the amount of time and number of staff required to conduct a substantial number of interviews.

The Questionnaire

Most likely the district will choose to use a questionnaire as the main survey tool. The survey questionnaire is certainly the simpler of

the two data collection methods in terms of time required for administration and ease of applying statistical methods to the resultant data. The construction of such instruments should be a cooperative effort of the entire guidance staff in collaboration with representatives of the administration and instructional staff. This is in keeping with the Guidance section of the Evaluative Criteria published by the Middle States Association (1969), which calls for an annual evaluation developed cooperatively by guidance, administration and faculty. In the next section some examples of the areas that might be surveyed and sample questionnaires are included.

In constructing a questionnaire, length is a major consideration. The shortest instrument that can accomplish the task is desirable. Items should be carefully screened to determine whether the information could be found in schcol records or through other sources. For example, you would hardly include a question such as, "What was your senior grade point average?" Not only would this information be available from the permanent record, but the accuracy of most graduates' memory for such a detail could be questioned.

The questionnaire could take many forms depending on the topic and population being studied; to discuss each form is beyond the scope of this discussion. However, one note of caution should be inserted in relation to interpreting questionnaire data. A common scale used on questionnaires is the type where the respondent is asked to mark one of several words or statements such as: always - usually - sometimes - seldom - never. There is a temptation to convert these verbal answers to a numerical scale such as: "always" is equal to four points and "never" is equal to

zero points. This cannot be done since there are no distinct numerical intervals indicated by the terms on the scale, and any attempt to draw statistical conclusions based on such a conversion would be totally unfounded.

Since it is desirable that a maximum return be gained on the survey, let us now consider how to motivate the respondent to reply. The first point is to always include a stamped, addressed envelope for his use. Second, the vocabulary level of the form should be appropriate for the respondent's easy understanding. Third, but not least in importance, the respondent must be made to feel that this survey is important. This last point bears further discussion.

Kremer (1970) has suggested having the present seniors write a letter concerning the importance of the information to be gained from this survey, which would be included with the questionnaire. Good (1963) suggests that the respondent should know that he will be informed of the results and the possibilities for implementation. Regardless of the technique, the key would seem to be to make the respondent feel he will be contributing something important by answering.

Once the survey form has been prepared and mailed, consideration must be given to what will constitute an acceptable rate of return. It has been noted by researchers such as Ohlsen (1964) that a bias exists in follow-up returns. Those who respond first are overrepresented by girls, the alert alumni, those furthering their education and those who hold the better jobs. This obviously will provide a more favorable picture than is truly the case. It is wise to recommend no less than 90 per cent return be accepted for graduates and 75 per cent for dropouts. To obtain

this, a second mailing will probably be necessary followed by a personal letter or phone call. Good use may be made of present students in contacting those former students who have not replied.

Up to this point we have been talking about a questionnaire as our survey instrument. However, most questionnaire items are forced choice or include an ambiguous category such as "does not apply" or "no opinion." In order to obtain as detailed and useful results as possible, certain open-ended questions should be included; or as Hill (1965) recommends, allow for voluntary expressions of opinion.

Item Construction

In constructing items for inclusion in a survey, such items should be stated in simple and unambiguous language (Kremer, 1970). The idea of constructing test items to measure how well objectives are being met is a key consideration. Unless the data being collected can meet this criterion, its value is questionable.

A good example of a follow-up questionnaire has been published by Hansen and Herr (1967) in Research Guidelines for High School Counselors, College Entrance Examination Board.

Sample Instruments

For each section of the self-study requiring the use of a survey instrument a sample questionnaire has been developed. While these instruments may be satisfactory without revision for some districts, this is not to be assumed; and each user should review the items carefully to determine whether additions or deletions are in order. If the instruments are satisfactory as written, then the district may feel free to copy them; to facilitate this the instruments have been printed on separate pages with

a block of space left at the top for the insertion of any identifying data the district may desire. The development of the sample instruments was a combined effort of the Division of Guidance Services and the guidance staffs of districts participating in the first year of the self-study projects.

Approval of all survey forms deviating from the samples included in this publication must be secured from the consultant of the Division of Guidance Services working with the school district before any of these are mailed to the various publics asked to forward data for self-study purposes.

Sampling

Even before data collection takes place, however, it is necessary for a decision to be made as to how large a sample of the population to be studied will be chosen. It is generally desirable to survey the entire population, but this may not always be feasible. When planning to survey only a sample of the population, two points should be kept in mind--select the largest possible sample and keep it representative of as many variables as possible, i.e., sex, age, socio-economic status. The last point is important to keep the results bias-free.

Your sampling technique will depend upon the population to be surveyed. Those students presently enrolled in school, as well as the faculty and administration, will be readily available and should be surveyed in toto. Dropouts may constitute such a small group that it would be undesirable to further reduce their number by sampling. A recommendation would be to survey all dropouts within the past five years from all grade levels. On the other hand, when surveying graduates a total survey would be prohibitive

and it may be more reasonable to choose a sample consisting of the graduates who have been out of school for one, three and five years. The significance in these years lies in the fact that one year after graduation you will have a measure of the immediate distribution of the student body, three years after graduation you can pick out patterns of job mobility and retention rate in further education, five years after graduation most of those who attempted further education will finally be settled in an occupation. For parents the survey might concentrate on those having children in eleventh grade to provide a measure of guidance awareness by parents of students who have almost received the full range of counseling services, those with children in eighth grade who are just starting to become aware of typical guidance services, and, if an elementary counselor is employed, parents of children in one of the upper elementary grades.

One final consideration in sampling is whether cross-sectional or longitudinal data are desired. Each type of data has certain advantages which must be weighed in making a decision. As an illustration, if one wished to study the changing pattern of occupational choices recorded by students, one could ask the students in each grade to note their occupational choice or one could take the senior class and determine from their past records, assuming such facts are recorded, what occupational choice they have noted each year. The former method has the advantage of providing up-to-date information on all present students. The other method allows one to draw inferences over a long period of time.

Hill (1965) lists publications which provide suggestions and guides for self-study of guidance programs, but states that any prepared list must be carefully adapted to local conditions and needs. It is on this

premise that the guidelines included herein were developed.

REFERENCES

1. Baumel, P. et al. The Community Survey. Iowa State University of Science and Technology, Ames, 1964.

2. Evaluative Criteria. Washington, D. C.: National Study of Secondary School Evaluation, 1969.

3. Good, C. V. Introduction to Educational Research. New York: Appleton-Century-Crofts, 1963.

4. Hill, G. E. Management and Improvement of Guidance. New York: Appleton-Century-Crofts, 1965.

5. Kremer, B. J. Follow-up? - Forget It. The School Counselor, 1970, 17, 228-232.

6. Ohlsen, M. M. Guidance Services in the Modern School. New York: Harcourt, Brace & World, 1964.

7. Research Guidelines for High School Counselors, New York: College Entrance Examination Board, 1967.

PHASE A.1

Component 1: UNDERSTANDING THE COMMUNITY

Section a: Educational, Employment, and Socio-Cultural Patterns

School districts must recognize that they are an integral part of the community. The social and moral attitudes of the community constantly affect the total school environment. The role of the home, economic conditions of the residents, the kinds of business and industries of a school area must be considered when trying to determine the effectiveness of a school guidance program. Dr. James Conant suggests that to a considerable degree what a school should do and/or can do is determined by the status and ambitions of the families being served. To understand the needs and attitudes of a community, a school must interpret the characteristics of its area.

Some of the information needed for the description of the community might be drawn from other components of the study. Likewise, some of the data collected for the descriptive accounting in Task A.1 will have application to other topical areas. An example of this interrelatedness is the following:

> A study of mobility in the community would serve to support the mobility indicators drawn from the Enrollment Trends section, would give possible indication of future enrollment trends, would increase counselor understanding of mobility related cultural patterns in the community, and would provide an indication of the degree of graduate attachment to the immediate employment area.

Most of the information that the guidance staff will need in this area will have been secured through the student mobility information available in the Enrollment Trends section and through the community mobility information available in the socio-cultural patterns of the community section.

If the information is not available elsewhere, direct questions to parents such as these might become part of the Parent Survey:
"How long have you lived in this community?"
"Where did you live prior to moving here?"
"Why did you move to this community?"

Task A.1

Date Completed _____

Prepare a descriptive account concerning the educational, employment and socio-cultural patterns of the community focusing upon the following topical areas:

1. Composition of the community: describe important characteristics of the community which are related to the school and its program, such as languages spoken in the home, national origins of students or parents, nature of neighborhoods, cultural interests and stability of populations.
2. Age groupings of residents in the school community
3. Social stratifications of community residents
4. Mobility of community residents
5. Employment patterns of the area's job markets, including major changes in economic development within the past decade
6. Types of jobs available in the area's job market

The emphasis in this section should be on preparing a narrative rather than a statistical account of the community's educational, employment and socio-cultural patterns. Substantial content for this section can probably be drawn from the School and Community report of the district's most recent Middle States' evaluation or from the district's

long range plan, which should contain most of this material.

In completing this section, consideration should be given to including citizens who are active in community affairs to serve on this component committee. For example, representatives of the Chamber of Commerce, Manufacturers' Associations, Industrial Development Office and other organizations of this type are excellent resource possibilities for this type of task.

REFERENCES

The following is a list of reference materials suitable for use in the completion of this self-study assignment:

1. Commonwealth of Pennsylvania, Department of Property and Supplies. The Pennsylvania Manual. Harrisburg, Pennsylvania.

   A biannual publication which lists such things as: population data by regions; tax summaries; educational information for Pennsylvania; Pennsylvania business, commerce, agriculture and mines; health/welfare services and urban affairs.

2. National Study of Secondary School Evaluation. Evaluative Criteria. Washington, D. C., 1969.

3. Pennsylvania Chamber of Commerce. Pennsylvania Business. Harrisburg, Pennsylvania.

4. Pennsylvania Department of Education. The Long-range Development Plan. (developed by individual school districts) Harrisburg, Pennsylvania.

5. Pennsylvania State Association of Township Supervisors. Pennsylvania Township News. Camp Hill, Pennsylvania (monthly publication).

6. Pennsylvania State Employment Service, Bureau of Employment Security. Labor Market Letter.

   A monthly review of current employment developments and prospects by labor market area.

7. The Pennsylvania State University, Pennsylvania Business Survey. University Park, Pennsylvania.

8. United States Bureau of Census. Statistical Abstract of the United States. Washington, D. C.

An annual national data book and guide to sources. It is a standard summary of statistics on the social, political and economic organization of the United States and a guide to state statistical abstracts.

9. United States Department of Labor. Employment and Earnings. Washington, D. C.

A monthly report featuring national, state and area statistics on employment, unemployment, hours, earnings, labor turnover and rates, plus timely analysis of current developments.

10. United States Department of Labor. Employment and Earning Statistics for States and Areas 1936-66. Washington, D. C.

PHASE A.1

Component 1: UNDERSTANDING THE COMMUNITY

Section b: Community Agencies Affecting Education

Schools and other community agencies are working for the same goals. Even though they work in different ways, they are most effective when they work together. Both are contributing to the community by helping individuals to make the best personal and social use of their talents. Both are guided by a concern for the unique value of each student or client; both hope that the individual will be helped to assume responsibility for his own direction.

Both schools and agencies are supported by the community to work with their children, their families and others in the community. Both have professionally trained staffs who can offer experiences aimed at helping the individual and the community to achieve greater maturity and behave in a healthier way.

Alert counselors sometimes see a student's need for medical, psychological or welfare services not available in the school system. Community agencies make possible the improved education of the student since sick, disturbed or deprived children are usually not successful students.

A referral to a community agency is made when any professional educator sees that a problem is beyond his competency or area of responsibility. Upon the referral of the student to more appropriate or specialized services, a

two-way street is established between the school and the community agency because at no point does the school relinquish a sense of responsibility for the pupil involved. The person or agency to whom a child is referred will perform the service function best if a close communicative and consultative relationship with the source of the referral is maintained.

Task A.2

Date Completed _____

Complete the study and prepare a descriptive account of effectiveness and efficiency of school-community agency relationships as follows:

One approach that could be utilized in preparing the narrative report for this section would be to prepare a checklist noting all the community agencies with whom the guidance department maintains contact, distribute it to all staff members, and request that they consider the list in light of the following questions:

1. How is the information about community agencies kept up to date?
2. What additions or deletions need to be made in the information about community agencies?
3. How is community agency information made accessible to persons who need to use it?
4. What reciprocal activities exist between the community agencies and the guidance program?
5. What are the policies that assure effective utilization of the service? How are they reviewed?
6. To what extent do all counselors understand the procedures for use of community agencies?
7. How is continuous communication maintained?

8. Do all persons involved in the utilization of community agency services have a working knowledge of them? What evidence of knowledge is displayed?

9. What are the strong points of the records and reports concerning referrals? the weak points?

10. What is done to promote a good working relationship between community agencies and guidance staff?

11. What evidence is available on benefits derived by individuals referred? Is the evidence significant enough to merit the continued involvement of community agencies?

Examples of the common types of agencies with whom the counselor may be involved include welfare agencies, religious agencies, medical agencies and private practitioners, private guidance agencies, corrective and legal agencies, service clubs, young people's agencies (e.g., YMCA), educational agencies (e.g., schools, libraries, etc.) and vocational agencies (e.g., Bureau of Employment Security).

In the final development of the narrative, each agency should be written up according to the previously suggested points. It is important to evaluate the effectiveness of each service so that, at a later time, recommendations for improving the effectiveness of the school's relationship with such services can be prepared.

REFERENCES

Hollis, J. and Hollis, L. Organizing for Effective Guidance. Chicago: SRA, 1965.

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section a: School Philosophy and Objectives

Task A.3

Date Completed _____

The philosophy and objectives of the school comprise this section of the self-study. Insert existing statements in the study program packets.

While it is important to include these documents in the program materials at this point, the analysis of the compatibility between school and guidance program philosophies and objectives will become an important part of Phase B (Objectives, Strategies and Methods of Assessment).

An important question to be considered now and answered in detail in Phase B is, "How well does the guidance program conform with school philosophy and objectives?"

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section b: Organizational and Operational Power Structure of the School

The operation of an efficient and effective school guidance program is always directly related to the organizational and operational power structure in which it exists. Many of the problems encountered in the day-to-day operation of a program arise from its interaction with the total structure of the school's educational system. Successful guidance programs are most often those which have a thorough understanding of these structures and have developed effective means of influencing the decision-making process.

As part of a self-study the guidance staff should cooperatively engage in a careful analysis of both the organizational or written power structure and the operational or real structure. This analysis should focus on those elements which are working well and contributing to the attainment of the aims of the program and those which serve as impediments or deterrents to the guidance program.

In many instances the organizational and operational power structures are not one and the same and frequently function either in isolation or opposition to one another. When this is the case it is necessary to examine both structures separately and then to make note of the various ways they interact.

DEFINITIONS

Organizational Power Structure--This structure is often equated to the administrative machinery of the school and implies a "chain of command" or authority structure. It often exists in written form as the school organizational chart and has as its underlying basis the school's decision-making organization and mechanism.

Operational Power Structure--This structure implies the "real" application of power in the school. It may be, but is not always found to be, in direct relation to the organizational power structure and encompasses elements from within and without the school which influence decision making and exert control over programs and people. Considered totally, it includes all of the various elements which actually operate on a day-to-day basis to set priorities and determine courses of action. Community and teacher groups, individual parents and influential citizens are but a few of the forces which must be considered when examining this structure.

In the case of both structures the critical determination which must be made relates directly to the ways in which each influences, both directly and indirectly, the guidance program.

ORGANIZATIONAL POWER STRUCTURE

There is no single best way to study the organizational power structure. An intensive sociological approach however generally goes beyond the scope of the purpose here intended.

One simple way of initiating this examination is to analyze the written organizational chart of the school district in an attempt to answer certain basic questions. Examples of these questions are as follows:

1. How does the organizational power structure as written differ from the operational power structure?
2. How effective is the system of communication within the organizational structure?
3. How well understood are the rules and regulations which govern official action and decision making?
4. Are the lines of authority clearly delineated and understood?
5. What is the relationship of the guidance staff within the organizational structure?
6. How are the actions and decisions of the organizational power structure translated into program activities in the guidance program?
7. In what ways does the existing organizational power structure enhance or impede the guidance program?
8. In what ways may the guidance program better influence and operate within the organizational power structure?

OPERATIONAL POWER STRUCTURE

This structure often represents a much more complex entity than that found in the organizational structure. It involves many more contingencies and does not lend itself to a simple graphic representation. Again, as was the case with the organizational power structure, it may best be understood by posing a series of basic questions:

1. What organizations, institutions and individuals, not represented in the organizational power

structure, exert influence in terms of operational power? (The preparation of a chart showing the source of power and its influence on the program of the school is often helpful.)

2. What conflicts arise in the organizational power structure as a result of the interaction with the operational power structure?

3. In what way is the guidance program influenced by this exercise of power? Negatively-Positively?

4. In what ways may the guidance program better influence and operate within the organizational power structure?

The information gathered in these two areas may be presented in either narrative or graphic form. At some point, however, the self-study committee should attempt to enumerate the ways in which both of these structures affect the guidance program.

Task A.4

Date Completed

_____

Complete the section on organizational and operational structure of the school. The following is a suggested format for studying this aspect of the school program:

1. Collect all pertinent information concerning the organizational power structure.

   A. District organizational chart

   B. General school policies and procedures

   C. Written job descriptions for the guidance staff

   D. Policy concerning counselor participation in staff meetings at all levels

   E. Compensation scales

2. Identify the position of the guidance department within this structure.

A. Lines of authority

B. Areas of responsibility

C. Relationship to administration, instruction and other pupil personnel service areas

3. Prepare a list of the ways the guidance service is enhanced or impeded by the organizational structure.

4. Prepare a chart showing the sources of operational power and the types of impact they have on the guidance program.

A. Sources of operational power within the school

B. Sources of operational power outside of the school

5. Prepare a list of the ways the guidance service is enhanced or impeded by the operational power structure.

A final point to consider in the preparation of this section is that the description of the operational power structure will be largely subjective. This is necessary since the operational power structure does not exist in charted or written form except as it parallels the organizational power structure. Basically what is required here are the opinions of the guidance staff. Further, it is irrelevant whether these opinions coincide with those of any other group within or without the school system. The main concern of this section of the self-study is with the counselors' views on the power structure.

REFERENCES

The references listed below are suggested for development of materials for this section as well as possible

additions to your professional library:

1. Blau, P. M. and Scott, W. R. Formal Organizations. San Francisco: Chandler Publishing Company, 1962.

2. Cahill, R. S. and Hencley, S. (eds.) The Politics of Education: In the Local Community. Danville, Ill.: Interstate Printers and Publishers, 1964.

3. Griffiths, D. E. Organizing Schools for Effective Education. Danville, Ill.: Interstate Printers and Publishers, 1962.

4. Kimbrough, R. B. Political Power in Educational Decision Making. Chicago: Rand McNally and Company, 1964.

5. Lutz, F. W., and Azzarelli, J. J. (eds.) Struggle for Power in Education. New York: The Center for Applied Research in Education, 1966.

6. Lutz, F. W. and Laurence I. Understanding Educational Organizations: A Field Study Approach. Columbus: Charles E. Menill Publishing Company, 1969.

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section c: The School Profile

A succinct method of describing the total school district, or a particular educational level, is through the development of a School Profile. Each of the assignments involved in the guidance self-study process is planned to have long-range application for school usage. The completion of this assignment will result in the school's possession of a concise descriptive document which can be used for many purposes.

The particular importance of the school profile relative to the self-study process lies in being able to provide the visiting committee with a brief, informative description of the salient features of the school district. It is quite possible that a usable school profile already exists in the form of a district handbook. If it seems that all features of the sample school profile that follows are present in one or more existing publications and that this material is not interwoven with an excessive amount of nonapplicable material, then the need for rewriting a profile is eliminated.

The example which follows describes a school district's senior high school. Among other uses, such descriptive documents could be included as a supplement to transcript records sent to institutions of higher education or potential employers.

Task A.4

Date Completed

_____

Develop a school profile for the total school district and/or specific educational levels following these suggested guidelines:

School Profile

_____ Senior High School _____ School District encompasses the public school population of _____Borough and _____, _____, _____Townships. One comprehensive junior-senior high school exists which is organized on a 2-4 system with 7th and 8th grade students housed in a separate junior high school building. There are six public elementary feeder schools in the district. The school population fluctuates throughout the year between 4550 and 5000 of which 3000 are enrolled in the elementary schools. The population of the _____ Metropolitan Area, of which this district is a part, exceeds 300,000 while _____ School District's residential population is 15,000.

Accreditation

Middle States Association accredited _____ Senior High School in 1966. Presently, plans are being formulated for another evaluation by this association to be conducted during the 1972-73 school year.

Guidance Services

Three full-time secondary counselors endeavor to assist the students of the district in developing intellectual,

social and vocational competencies. The secondary counselors provide a planned sequence of experiences that will enable each child to engage in self-exploration, learn about and develop skills in decision making, and to synthesize pertinent information about himself and his environment; all of which lead to his formulation of tentative goals and a plan of action.

Faculty and Staff

There are 75 faculty and staff members employed within the senior high school structure. Fifty-three members have earned master's degrees and two have been awarded doctorates in education. Three members of the foreign language department have studied abroad for a full year since 1966.

Marking System

A - 92 to 100

B - 83 to 91

C - 74 to 82

D - 67 to 73

P*- Passing

F - Below 67

*The grade P is given to those students who have achieved to the best of their ability, in the teacher's judgment, but could not meet the higher standards.

Curriculum

At the senior high school level, restrictions of curricular choice have been eradicated wherever possible allowing the student more freedom of choice in planning his

program to meet his individual needs, interest and aptitudes. Of course, areas of emphasis still fall within the traditional categories of study: college preparatory, business education, general, home economics and industrial arts.

Our class periods range from 42 to 45 minutes in length. During the eight-period day most students study five major subjects, with minors meeting two or three days per week. Some students elect six major study areas. Our mandated subjects are: four years of English, four years of social studies, two years of mathematics, two years of science, one year of health and four years of physical education. The college preparatory curriculum includes: biology I and II, chemistry I and II, physics I and II, algebra I and II, geometry, trigonometry, college algebra and analytic geometry and introduction to calculus, French and/or Spanish. German has been added for the 1970-71 term.

Beginning with the class of 1970, an enriched program in science and mathematics was instituted for a selected group of 25 members of this class. These enriched courses are identified as follows:

Modern Algebra I

Modern Algebra II and Trigonometry

Geometry

Analytic Geometry and Introduction to Calculus

Biology I

Biology II

Chem Study

PSSC Physics I

PSSC Physics II

Preparation of the Class of 1970

The mean I.Q. of the class was 112 on the Henmon-Nelson Test of Mental Ability. The mean SAT scores for this class on either the 1969 March or May Scholastic Aptitude Test were: Verbal, 488 and Mathematics, 538. The following is a listing of SAT means for the class of 1970:

Boys . . .	Verbal - 491	Mathematics - 560
Girls . . .	Verbal - 484	Mathematics - 515

Rank in class is determined by using final marks in Grades 10, 11 and 12.

These final marks are determined by an accumulative process throughout the year: each successive nine weeks' period counts two-thirds of an accumulative grade, while the preceding nine weeks' grade counts one-third; this constitutes the final grade.

Only major subjects are used for determining class ranks. All students in the class are included in the ranking process. However, we have a weighted system whereby mathematics, science and language courses are weighted one point heavier than other subjects.

Marks for subjects failed are included. If a student repeats a subject, the higher mark is used in determining rank in class.

Post High School Activity of
Graduates, Class of 1970

____Colleges and Universities outside Pennsylvania

____Community Colleges

____Junior Colleges

____The 14 State Colleges, including Indiana University of Pennsylvania

____Other Colleges or Universities

____Vocational or Technical School

____Schools of Nursing

____Business Schools

____Other Schools

____Post Graduates

____Armed Forces

____Sales

____Office

____Factory Work

____Trades

____Apprentice Training

____Agriculture

____Other Employment

____All Others

_____

____Total Graduates

The data for some of the sections of the school profile can be taken from the Public Secondary School Report and similar reports completed by the Chief School Administrator.

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section d: The Standardized Testing Program

Typically, school counselors have been deeply involved in all phases of the school testing program and in most cases have been viewed as the persons with the greatest overall knowledge in this area. Among the many functions the counselor performs in the area of assessment and evaluation, none is more important than that which involves the interpretive use of test results. The compilation of test results, the preparation of tables, graphs and charts and the translation of such materials to concerned groups are usually viewed as important aspects of counselor responsibilities. Information secured from the compilation, treatment and evaluation of collective test data is indispensable and has value in planning and implementing every phase of the school program. Test data treated in this way not only are used to characterize the general student population and identify collective areas of strength and weakness, but additionally, provide information relating to the most effective methods of attaining some predetermined goal or objective and serve to evaluate the effectiveness of instructional procedures.

In order to characterize the guidance staff's involvement in the district's standardized testing program, and subsequently compile data which could be used to evaluate and

generate guidance program objectives, it is necessary to collect some specific data concerning the present testing program.

Task A.6

Date Completed

_____

Compile data concerning the district's standardized testing program as follows:

Prepare a chart similar to the one depicted on page 31. Fill in the data for each test which is a part of the district's standardized testing program according to the instructions given below. Do not include on this chart external tests such as the College Board Examinations or the American College Tests. Neither is it necessary to include individually or voluntarily administered tests but only those given on a group basis to some significant portion of the student body such as a grade or curriculum.

Step 1. Set up the chart by grade and complete the data for all tests administered in one grade before going on to the next. If a test is administered in more than one grade, and the information requested is the same for each grade, do not recopy the data; merely put the test name and "same as grade 5" or whatever the proper grade designation may be.

Step 2. Give the full name for each test.

Step 3. Describe the group to whom the test is administered, i.e., college preparatory students only or all boys.

Step 4. Note the types of norms that are used for reporting the results of the tests, i.e., percentile ranks, stanines, grade equivalents.

Step 5. Briefly state the objectives which the administration of the test is designed to meet. There may be several objectives. State them as clearly as possible.

Step 6. State the uses that are made of the test results. Some of these may be quite similar to the objectives. Since it is likely the test results are interpreted to one or several interested groups by various methods each of these should be considered a separate use, i.e., prepare profile of results for school administration, interpret personally to each student, send a written summary of the results to parents.

Step 7. Discuss the counselor's involvement with this particular test. Does he have to administer it, does he provide in-service training for selected teachers to administer it, does he hand score them, does he prepare interpretive summaries for use with various groups?

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section e: Present Student Aspirations and Plans

The purpose of this survey is to gain an understanding of students' plans and aspirations both short and long range in order to provide services that will be most useful in helping the students make the most self-actualizing yet realistic plans possible. There is no area of guidance, be it orientation, testing, counseling, information or follow-up, that is not directly concerned with student plans and aspirations. As Riccio (1962) points out, realistic level of aspiration is a common criterion for evaluating the success of a guidance program.

Task A.7

Date Completed _____

Compile information on aspirations and plans of present students through the use of the following procedural suggestions:

This portion of the self-study is concerned with the plans and aspirations of the present student body and, as such, some of the information required can be gathered as part of the survey of present students. Lest this be construed too narrowly, it should be added that such information cannot be divorced from the follow-up of former students which provides a measure of realism against which to judge current student aspirations.

Definition of Terms

"Aspiration" is taken to denote some future goal a

person desires to attain whether realistic or unrealistic. It can be in the area of educational, vocational or personal goals.

"Plan" refers to the method of reaching a goal.

Types of Data

Looking over samples of the data gathered by most schools on the topic, it can be generally classified as "aspirations." The questions asked on personal data forms are usually on the order of, "What do you plan to do after high school graduation?" or "To which colleges, trade or business schools have you considered applying?"

While this type of information is desirable, it is not sufficient. For example, one point that is seldom considered under aspirations, but which can provide important clues for counseling, is whether the expressed aspiration represents the highest goal a student desires to reach or the goal which he believes he can reach. These two goals can be mutually exclusive.

It may seem, as Hill (1965, p. 237) points out, that the subtlety, subjectivity and elusiveness of variables of great significance complicates this part of the study. This is true, and the only help for it is to remember this when interpreting the data.

The Survey

The sample survey instrument on page 35 is best used with secondary school students. For the elementary level

it may be desirable to use just two brief open-ended questions: (1) When I grow up I want to be . . ., and (2) I chose this because . . .

Application of Data

Wellman and Twiford (1961) mention several outcomes of the guidance self-study that are related to the data gathered on student aspirations and plans. These include increased student self-knowledge, better distribution of student choices, and allowing students to make more decisions without help.

It has been well put that the masses of data gathered in evaluating a school guidance program are meaningless except in the context of what effect the guidance program has had on the student population (Lee, 1969).

REFERENCES

1. Hill, G. E. Management and Improvement of Guidance. New York: Appleton-Century-Crofts, 1965.

2. Lee, W. S. The Evaluation of School Guidance Programs. The School Counselor, 1969, 17, 84-88.

3. Riccio, A. C. The Evaluation of Guidance Services. The Bulletin of the National Association of Secondary-School Principals, 1962, 46, 99-108.

4. Wellman, F. E. & Twiford, D. D. Guidance, Counseling and Testing Program Evaluation. Washington, D. C.: U. S. Office of Education, 1961.

STUDENT ASPIRATIONS AND PLANS

SURVEY FORM

Identifying Data

Section I. After high school I plan to . . .

___1. Enlist in the armed services
___2. Get a job
___3. Attend a college or university
___4. Attend a junior college
___5. Attend a business school
___6. Attend a trade or technical school
___7. Enroll in a nursing program
___8. Other training
___9. Undecided

(a) If you checked number two, list the title of the job you desire and give the most important reason why you chose this job.

(b) If you checked 3, 4, 5, 6, 7 or 8, please list on the reverse side the schools or training programs you are considering attending. If you have already applied to them or if you have been accepted for admission, mark this beside the school name.

(c) If you checked 3, 4, 5 or 6, what type of job do you desire to enter when your training is completed? What is the most important reason why you chose this job?

(d) How much chance do you feel there is that you will actually enter the job you mentioned in (a) or (b)?

___1. Almost certainly will
___2. Pretty good, but not quite certain

___3. Chances are about 50-50
___4. Probably won't
___5. Very little chance

(e) If it isn't possible to achieve your first choice of a job, what would be your second choice?

Section II. Which of the following problems do you feel might interfere with your entering the school or obtaining the job you mentioned in Section I?

___1. Grades
___2. Money
___3. Health
___4. Lack of information
___5. Lack of ability
___6. Other problems: _____

(a) Would you like someone to give you help with the problems you have checked above? If so put a double check (√√) in front of the problems you desire help with.

(b) From whom would you prefer to get this help?

___1. The counselor
___2. A teacher
___3. A minister
___4. A friend
___5. Your parents
___6. Other person

Section III. In a brief paragraph describe the steps you need to take to obtain the job you mentioned in Section I. Which steps can you carry out by yourself and which would you need help from someone else on?

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section f: Enrollment and Withdrawal Trends

Enrollment Trends

Many of the developmental aspects of the school district's guidance program must be operated with an eye on the mobility of the student population. Do most of the students who enter kindergarten in the district graduate from the district 13 or more years later? If so, a program of rich developmental content is possible. The counselor can plan a well coordinated 13 years of guidance experiences, each building on the other. Or do a great many students appear suddenly at the full range of grade levels, stay for varying lengths of time and depart as suddenly at as many grade levels? If so, the guidance staff must build into its program a disproportionate allotment of time and effort for such activities as orientation, student placement, entry counseling and other efforts calculated to fit the itinerant population into the ongoing developmental program.

The guidance department, in examining its program and the efficiency of its operation, is going to be interested also in probable growth patterns of the student population. Are present staff and facilities adequate for present needs, and will they continue to be adequate in the immediate and distant future?

Also important in the enrollment picture, but discussed in the section on dropout trends, is the statistical picture of the grade and age of departure.

Task A.8

Date Completed _____

Collect and tabulate the enrollment data relevant to this self-study section following this suggested guide:

Most of the needed information should be available from district records of attendance and administrative reports. At times it will be necessary to go to the cumulative records to get an accurate picture of student travels.

The chart on page 43 will provide a picture of enrollment trends within the district for three classes of students. It is necessary to look at more than one class in order to eliminate the effect of unusual circumstances that might have affected one particular group of students.

The last year's graduating class was chosen since figures will be available across the full grade range for this group. Other years' graduating classes could have been selected; however, the most recent class obviously provides us with more up-to-date data. The tenth and seventh grades were chosen because they represent students still in the school with whom the guidance department will be working for several years to come and for whom at least six years of data will be available.

The categories of entries and withdrawals referred to on the chart are taken from the attendance register issued by

the Department of Education. Categories W_1--W_5 can roughly be construed as transfers, while categories W_6--W_{17} for the most part are dropouts. Of course one could point out a few exceptions occurring within these categories but for the purposes of this study it would not be of much use to break them down further. The main point is that these categories of withdrawals show us how many students withdrew but were continuing their education elsewhere and how many withdrew but were not continuing their education.

Once the chart has been completed the staff should scrutinize it and prepare a narrative that will explain any trends or unusual enrollment changes that may be evident. Examples of such observations and their possible explanations are as follows:

1. A sudden increase in enrollment at the beginning of ninth grade due to the large number of students attending parochial schools for the first eight years and the absence of a nearby parochial high school

2. A sudden decrease across all three classes in the school year 1969-70 due to the closing of a large military installation within the district necessitating massive relocation of workers

3. A gradual decrease in the number of dropouts has occurred during the past three years possibly due to the increased opportunities for vocational education provided by the opening of the new votech school

Dropout Trends

Since drop out studies show that in most schools there are points of highest withdrawal, these points should be established in the local school and special emphasis put upon preventive measures just prior to these points.

.....

> The data contained in the dropout's record and the opinion of his counselor provide different reasons than those given by the dropout for leaving school.
>
> .....
>
> The school counselor will seek to promote the point of view in his school and community that holding children in the school is not, in and of itself, necessarily desirable. Consideration of the abilities of the youngster in question, the adequacy of the school's offerings for that particular youngster, the hopefulness of any prediction regarding his further educational progress, and the prospects of employment in the community are all matters that should be respected. (Hill, 1965)

The above quotations from Hill's Management and Improvement of Guidance might well serve to justify the inclusion of a dropout study section in the guidance department's self-study. It would seem that there are three major areas of information that the guidance department should possess before attempting to judge the quality of its pupil retention services, in addition to the figures concerning the number of students leaving school each year prior to graduation. Those three areas are as follows:

1. At what age and in what grade are the students when they leave?
2. What reason did they give for leaving, and what actual reason does the guidance staff think they had for leaving?
3. Should greater attempts have been made to retain them? Did they have the ability to get more of value from the educational program? Did the school program have anything to offer them if they had stayed?

The guidance department that has the answers to these questions should be in a position to decide whether it should be doing more than it is doing about the dropout, what it

should be doing, and when it should be doing it.

Task A.9

Date Completed

_____

Collect information pertaining to withdrawal trends using these suggestions:

1. The age at and grade in upon leaving can be found in the cumulative record if not available in tablular form elsewhere.

2. The official reason for leaving may be found in the coded entries in the attendance record. Counselor notes may supply the student's stated reason for leaving. Counselor and faculty memories as well as recorded indications might be needed to get at the real reason for leaving. Some small group faculty conferences may be necessary.

3. Guidance staff, pupil personnel staff and/or faculty small-group staff conferences might be the best way of arriving at a consensus of opinion as to whether each departure was justified by school conditions or student ability.

The chart on page 44 will provide a convenient format for viewing the dropout problem within the district. It is suggested that all dropouts for the past year be charted on this form. If that number is less than 25 then those dropouts for the past two years should be included.

To preserve confidentiality the form merely numbers the dropouts instead of leaving space for their names. The staff will probably want to attach names to the numbers for purposes of discussion among themselves.

Trends and any pertinent observations concerning the dropout data should be discussed in narrative form and attached to the chart.

REFERENCES

The list of references is suggested for completion of the Enrollment and Withdrawal section:

1. Commonwealth of Pennsylvania, Department of Property and Supplies. The Pennsylvania Manual. Harrisburg, Pennsylvania (biannual).

2. Hill, G. E. Management and Improvement of Guidance. New York: Appleton-Century-Crofts, 1965.

3. National Study of Secondary School Evaluation. Evaluative Criteria. Washington, D. C., 1969.

4. Peters, H. J. & Farwell, G. F. Guidance: A Developmental Approach. Chicago: Rand McNally & Company, 1967.

ENROLLMENT TRENDS

	Most Recent Graduating Class						Present Tenth Grade						Present Seventh Grade					
	Beginning of Year Enrollment	Entries (E & R)*	Withdrawals I (W_1-W_5)*	Withdrawals II (W_6-W_{17})*	End of Year Enrollment		Beginning of Year Enrollment	Entries (E & R)*	Withdrawals I (W_1-W_5)*	Withdrawals II (W_6-W_{17})*	End of Year Enrollment		Beginning of Year Enrollment	Entries (E & R)*	Withdrawals I (W_1-W_5)*	Withdrawals II (W_6- W_{17})*	End of Year Enrollment	
12																		
11																		
10																		
9																		
8																		
7																		
6																		
5																		
4																		
3																		
2																		
1																		
K																		

*Categories referred to are those used on the school attendance register issued by the Department of Education.

DROPOUT REPORT

	1	2	3	4	5	6
Sex						
Age						
Grade at Drop						
Official Reason for Drop						
Actual Reason for Drop						
Would Student Have Gained by Remaining?						
Did School Program Have More to Offer if Student Stayed?						
Comments						

PHASE A.1

Component 2: UNDERSTANDING THE SCHOOL

Section g: Counselor Time Use

A survey of the proportion of time each counselor spends in various activities will be important for the succeeding phases of the self-study. This information should prove to be immediately useful in determining those activities which are most and least time consuming. It will have further use during the development of objectives and the construction of activities relevant to those objectives. At that time an examination of counselor time use may help to determine whether that time is being wisely utilized in relation to the activities that contribute most to the accomplishment of your objectives.

Contained in the following pages are two different survey forms. One is quite detailed and based on specific counselor activities; the other is less detailed, but is based on the 12 elements of a guidance program as set down in State Board Regulations. You should select the one which is most appropriate for your purposes or develop your own survey.

Task A.10
Date Completed _____

Complete one of the counselor time use surveys for each counselor.

COUNSELOR ACTIVITIES SURVEY*

Listed below are activities frequently performed by counselors. In Section I are 11 major categories of activities. These categories are broken into more specific activities in Sections II--VIII. In each section indicate the approximate per cent of your working time in the year immediately prior to this one you have spent in each. In each section use 100% as your total. Where activities which you perform are omitted, please add them and estimate the per cent of time you devote to them.

After you have estimated time spent in various activities, review them and circle those which contribute to your objectives.

I. MAJOR CATEGORIES OF ACTIVITIES

Category	Per Cent
A. Seeing pupils individually	
B. Working with pupils in groups	
C. Testing	
D. Maintaining pupil records	
E. Making referrals	
F. School registration and scheduling	
G. Working with teachers	
H. Conferring with parents--telephone and in person	
I. Conferring with college representatives and employers	
J. Attending meetings--county, school, departmental	
K. Other activities	

*Adapted from a survey form developed by Jane A. Stockdale and Herbert J. Stern for use in the Annapolis High School Guidance Project, Annapolis, Maryland.

II. SEEING PUPILS INDIVIDUALLY

Activity	Per Cent
A. School-related problems--attendance, achievement, teacher-pupil conflict, misconduct	
B. College selection	
C. Personal-emotional problems	
D. New Pupil Registration	
E. Schedule adjustment	
F. School program planning	
G. Test and record interpretation	
H. Transfers out of school	
I. List others you are involved in	

III. WORKING WITH PUPILS IN GROUPS

Activity	Per Cent
A. <u>Small Group</u>:	
1. School-related problems--grades, misconduct, attendance, pupil-teacher conflict	
2. College-career discussions	
3. Discussions related to self-understanding, relations with peers, relations with adults	
4. Orientation to guidance services	
5. Personal-emotional problems	
6. Orientation to a new school	

III. WORKING WITH PUPILS IN GROUPS

(Continued)

Activity	Per Cent
7. School program planning	
8. Other small group activities	
B. Class Group Size:	
1. College-career discussion	
2. Discussions related to self-understanding	
3. Orientation to guidance services	
4. Registration	
5. School program planning	
6. Test interpretation	
C. Larger than Class Size Group:	
1. College-career discussion	
2. Orientation to guidance services	
3. Orientation to a new school	
4. Registration	
5. School program planning	
6. Test interpretation	

IV. TESTING ACTIVITIES

Activity	Per Cent
A. Administering tests	
B. Arranging for test proctors	
C. Planning testing program	

IV. TESTING ACTIVITIES

(Continued)

Activity	Per Cent
D. Ordering, distributing, collecting test materials; collecting test fees	
E. Organizing testing schedule	
F. Transmitting test results to teachers	
G. Transmitting test results to colleges and universities	

V. TELEPHONE OR IN-PERSON CONFERENCES WITH PARENTS REGARDING A PUPIL

Activity	Per Cent
A. School-related problems--grades, misconduct, teacher-pupil conflict	
B. College-career discussions	
C. Group discussions related to understanding child growth and development	
D. Personal-emotional problems	
E. Orientation to guidance services	
F. Registration of new pupils	
G. Schedule adjustment	
H. School program planning	
I. Test-record interpretation	
J. Transfers or withdrawals from school	

VI. WORKING WITH TEACHERS

Activity	Per Cent
A. Arranging and/or participating in teacher-parent conferences	
B. Consulting with teachers regarding class management	
C. Conferences about a particular pupil	
1. School-related problems--grades, misconduct, teacher-pupil conflict	
2. Personal-emotional problems	
3. Schedule adjustment	
4. Test-record interpretation	
D. Information to teachers about special pupil problems--medical, psychological, etc.	
E. Group discussions regarding child growth and development	

VII. WORKING WITH RECORDS

Activity	Per Cent
A. Keeping records of referrals	
B. Preparing recommendations	
C. Preparing and requesting transcripts	
D. Tabulating credits for graduation	
E. Transferring test results or other information onto records	
F. Other record-keeping activities	

VIII. OTHER ACTIVITIES

Activity	Per Cent
A. Conferring with pupil personnel workers regarding referrals	
B. Conferring with school psychologists regarding referrals	
C. Conferring with other referral sources	
D. Record/information preparation for referral to pupil personnel	
E. Record/information preparation for referral to school psychologist	
F. Record/information preparation for referral to other sources	
G. Arranging schedule for college representatives' and employers' visits	
H. Conferring with college representatives and employers	
I. Writing counseling reports	
J. Attending meetings--school, district, professional	
K. Other activities	

IX. LIST THE THINGS YOU ARE NOW DOING BUT WOULD LIKE TO DO MORE OF:

X. LIST THINGS YOU ARE NOT NOW DOING BUT WOULD LIKE TO:

XI. LIST THINGS YOU ARE NOW DOING BUT WOULD LIKE TO DO LESS OF:

COUNSELOR TIME USE
(Based on Elements of a Guidance Program)

Included with each category listed below are examples of the kinds of counselor activities which fall within that category. You are to indicate the approximate per cent of your working time spent in each category.

Category	Per Cent of Time Spent
I. Pupil Records	____
Maintain records Transmit records Develop and implement guidelines for transmission of information contained in student records	
II. Pupil Assessment	____
Plan and develop a testing program Coordinate testing activities Interpret test results	
III. Information Resources	____
Maintaining occupational and educational information resources Establishing liaison with community resources for career development	
IV. Individual Counseling	____
Help student to review all available information concerning self in order to develop realistic self-understanding Assist students in making and carrying out educational and vocational decisions	
V. Group Processes	____
Provide opportunities for pupils to interact in small groups composed of peers for purposes of understanding own behavior Disseminate information via large group meetings	

Category	Per Cent of Time Spent
VI. Staff Cooperation	____
Work with interested staff members on certain aspects of pupil development Organize and carry out case conferences Conduct in-service programs designed to familiarize staff with pupil personnel services	
VII. Parental Involvement	____
Develop and carry out parent orientation meetings Provide opportunities for parents to consult with counselors Communicate systematically with parents concerning their children	
VIII. Utilization of Referral Services	____
Prepare and update a directory of community agencies and referral sources Inform students and parents of the purposes of agencies to which referrals will be made	
IX. Pupil Personnel Team	____
Meet regularly with pupil personnel staff to coordinate activities and confer on cases Transmit information to, obtain information from, other pupil personnel services	
X. Orientation	____
Plan and carry out orientation activities for students moving from one school to another Conduct orientation interviews with new entrants	
XI. Placement	____
Develop a file of local job opportunities Make arrangements for pupils to meet with employers	
XII. Operational Research	____
Assist in evaluation of aspects of the school program having an effect upon student development Develop and disseminate an annual summary of student success in post-high school training	

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Component 3: UNDERSTANDING THE PERCEPTIONS OF THE GUIDANCE PROGRAM'S VARIOUS PUBLICS

Section a: Administrator Survey

> The school administrators' assistance and support of the guidance services long have been recognized as a central factor in the establishment of an effective program. From their position as leaders of the educational program in the school, principals play a major part in defining the role of the school counselor. (Sweeney, 1966)

If administrator assistance and support are essential to the establishment and operation of an effective guidance program, and if administrators play a major part in the defining of the role of the school counselor, it follows that a valid attempt at guidance program self-study must include some instrument aimed at (a) outlining the administrator's concept of the role of his counseling staff, (b) measuring the degree to which he feels his counselors are filling that role, (c) seeking his perception of the support he should give and has been giving to the school's guidance program.

Task A.11

Date Completed

_____

Complete administrator survey using the following suggested guidelines:

1. Administrator's concept of the role of the counselor in his school

The simplest approach to collecting data for this section would probably be to ask the administrator to write a list of the things he feels his counselors should be doing.

One obvious fault would be that the evaluator would have no way of knowing if activities not mentioned were not considered to be desired activities or were merely overlooked.

A check list of activities would possibly present a broader range of possibilities, and would also provide the evaluator with the knowledge that the administrator had considered and rejected certain activities on the list.

A further refinement would call for the administrator's ranking of those activities he has chosen to include among his counselor's duties. The evaluator would then know not only what the administrator thought the counselor should be doing, but would also know what priorities the administrator would set among those activities.

Chapter 17 of State Board Regulations lists 12 elements of a comprehensive guidance program which could be used as the basis for probing the administrator's satisfaction with and knowledge of guidance activities. These elements are as follows:

a. A system of relevant and accurate pupil records
b. A testing program
c. Information resources for student use
d. Individual counseling
e. Group guidance and counseling
f. Communication with other members of the faculty
g. Parental involvement in guidance
h. Liaison with community agencies
i. A pupil personnel services team approach

j. Orientation activities

k. Placement assistance

l. Research

2. Degree to which administrator feels counselors are filling role

Following each item on the check list a scale could be inserted to indicate the degree to which the administrator is satisfied that the indicated activity is being adequately performed.

The sample survey form on the next page can be used to measure both the administrator's concept of the counselor's role and the degree to which he feels counselors are fulfilling that role.

ADMINISTRATOR'S EVALUATION OF THE COUNSELING SERVICES
SURVEY FORM

Identifying Data

Section I. Listed below are 12 elements that comprise a minimal program of guidance and counseling services. In front of the three that you consider most important for the counselor to carry out, put an M. In front of the three that you consider least important for counselors to carry out, put an L. If in your district you feel there are certain other functions, not covered by this list, that the counselors are involved in and which should be among the three most important or three least important, write them in the blank spaces provided.

___ 1. Keep an up-dated system of pupil records.
___ 2. Administer the standardized testing program.
___ 3. Develop a library of occupational and educational information.
___ 4. Individual counseling
___ 5. Group counseling
___ 6. Maintain communication among the staff concerning pupil problems.
___ 7. Provide counseling services to parents.
___ 8. Serve as liaison with community agencies and referral sources.
___ 9. Function in a team apprcach with other pupil personnel specialists.
___ 10. Provide orientation activities for students moving from one educational level to another.
___ 11. Provide placement assistance for students entering the labor market or post-secondary education.
___ 12. Do research on student characteristics and desires to support the planning of instructional and guidance services.
___ 13.
___ 14.
___ 15.

Section II. For each of the statements listed below, circle the answer you feel best applies to the counselors in your district. Some of the activities mentioned may be carried out by other segments of the school staff. However, we are only concerned with the counselors' involvement. If you would like to comment on any of the items, use the back of the sheet. It would be especially valuable if you would comment on any items rated as poorly done with a view to suggesting ways of remedying the deficiency.

Rating scale: 3 = Done well
2 = Done in an average manner
1 = Done poorly
0 = To my knowledge our counselors don't do this.

3 2 1 0 A. Counselors make themselves available for individual counseling.

3 2 1 0 B. Orientation services are provided for students moving from elementary to junior high school.

3 2 1 0 C. Orientation services are provided for students moving from junior high to senior high school.

3 2 1 0 D. Group counseling services are provided.

3 2 1 0 E. Counselors participate in curriculum development.

3 2 1 0 F. Counselors make use of community referral agencies.

3 2 1 0 G. Counselors cooperate with other pupil personnel specialists.

3 2 1 0 H. Case conferences are conducted with other staff members concerning student problems.

3 2 1 0 I. Up-to-date files of occupational and educational information are provided.

3 2 1 0 J. Job placement is provided the school leaver.

3 2 1 0 K. Counselors work with severe attendance problems.

3 2 1 0 L. Counselors work with severe behavior problems.

3 2 1 0 M. Counselors work with potential dropouts.

3 2 1 0 N. The administration is kept informed of the counselors' activities.

3 2 1 0 O. Test results are adequately interpreted to all concerned parties.

3 2 1 0 P. An adequate standardized testing program is carried out.

3 2 1 0 Q. Confidentiality is maintained in the counseling relationship.

3 2 1 0 R. Parents receive appropriate counseling services.

3 2 1 0 S. Research and follow-up studies are conducted to provide supporting data concerning student problems and needs.

3 2 1 0 T. In-service programs concerning child development and behavior are held for teachers.

3 2 1 0 U. Counselors obtain the support of most faculty members.

Section III. A. What do you consider to be the major strengths of the district guidance staff? Be as specific as possible.

B. What do you consider to be the primary weaknesses of the district guidance staff? If possible include recommendations for improving these weaknesses.

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Component 3: UNDERSTANDING THE PERCEPTIONS OF THE GUIDANCE PROGRAM'S VARIOUS PUBLICS

Section b: Former Student Follow-Up

To determine the perceptions of former students as to the guidance program's effectiveness at each level and to obtain information on the current status of former students, a follow-up survey is recommended. Subsumed under this broad purpose are several contributory considerations . . .

1. Students, as the major recipients of guidance services, should be considered a main source of feedback.

2. A study of the results may show where gaps occur between student and counselor perceptions of program effectiveness. These will serve as cues for program changes.

3. Understanding the current status of former students may point up areas of the program of guidance services that are particularly strong or weak.

4. In addition to the evaluative value of their answers the follow-up provides a method of making the students feel involved in the guidance program.

Task A.12

Date Completed _____

Complete the follow-up survey of former students using these suggestions as a guide to developing appropriate local materials:

Population to be Studied

The term "former students" is taken to include those students who left the school system either as graduates or dropouts. In addition it refers to students who have been promoted from one school level to another, i.e., from

elementary to junior high or from junior high to senior high.

If we take a typical 6-3-3 school program as our example, this will mean that five different populations are to be surveyed: graduates of elementary schools now in junior high, graduates of junior high schools now in senior high, dropouts from junior high, senior high school graduates and dropouts from senior high.

The survey of those who have been promoted from one educational level to another may be undertaken as part of the survey of present students at that higher educational level. In this connection the elementary counselors, for example, might discuss with the junior high guidance staff certain areas they would like surveyed within the present junior high student body as to their satisfaction with the guidance services they received at the elementary level.

In the case of districts where no elementary counselors are employed, it will of course be impossible to survey student attitudes toward the guidance program. In order to build support for the future addition of elementary guidance services it will be desirable to obtain comments from secondary school students and elementary faculty about the type of services they might have desired from an elementary counselor.

In a survey of former students, it is unlikely that each of the populations to be surveyed should receive the same questionnaire. While many items are broadly applicable, there are areas of uniqueness that should be surveyed. It would be simple to include all unique items on a separate page or

pages which could be attached to the basic form as applicable.

The sample forms attached to this section can serve for the survey of graduates and dropouts. Items concerning the follow-up of former elementary students now in junior high and former junior high students now in senior high school are incorporated in the instruments for Section 3d., the present student guidance awareness survey.

FOLLOW-UP OF FORMER STUDENTS
SURVEY FORM

Identifying Data

Section I. Personal Information (If for any reason you prefer not to identify yourself skip this section and go on to Section II.)

A. Name_____
(first) (last) (maiden, if married)
B. Permanent address_____
C. Are you . . . single___ married___ divorced or separated___
D. Number of children___

Section II. Job Information

A. Present employer_____Your job title_____
B. If you have had other jobs since leaving school, how many?_____
C. After leaving school, how long did it take for you to find your first job? . . . Had job arranged before leaving school___
0-3 months___ 3-6 months___ more than six months___
D. Present annual income (optional)
less than $3000___ $3000--$6000___ $6000--$9000___
more than $9000___
E. Are you satisfied with your present job? Yes___ No___
What features of your job cause you to be satisfied or dissatisfied?
_____
_____
F. Is your present job the type of work you had considered during high school? Yes___ No___

Section III. Educational Information (If you are presently enrolled in or have been enrolled in a school, college or training program since leaving high school, answer the following questions.)

A.

Name of school or training institution	Dates attended	Major subject or training area	Degree or certificate received

B. Awards or honors received_____
C. Comments on the value of the training you are receiving or have received_____
_____
_____
_____

Section IV. Evaluation of Guidance Services

A. Please answer the following questions by circling "yes" or "no." If you are uncertain, circle "?".

yes no ? 1. Generally, were the guidance services of value to you?
yes no ? 2. Did the counselors ever meet with your parents?
yes no ? 3. Were you ever counseled individually?
yes no ? 4. Were you ever part of a group counseling session?
yes no ? 5. Did you feel free to contact the counselor when you had a problem?

B. How much help were the counselors to you in each of the following areas?

much	some	little	did not seek this service	
___	___	___	___	1. Course selection and scheduling
___	___	___	___	2. Planning for your future
___	___	___	___	3. Obtaining a job
___	___	___	___	4. Entering a college or other training program
___	___	___	___	5. Solving a problem with a teacher
___	___	___	___	6. Discussing your grades
___	___	___	___	7. Solving a problem with your parents
___	___	___	___	8. Understanding your abilities
___	___	___	___	9. Seeking information on jobs or schools
___	___	___	___	10. Solving a problem with another student
___	___	___	___	11. Understanding achievement test scores

Section V. Evaluation of School Courses

A. Which courses that you took in school have been the most help as far as preparing you for the work or training you are now involved in?_____

B. What courses that were not offered would have been useful to you at your present job or training?_____

_____

COMMENTS:

Section VI. Dropout Survey (To be completed by those former students who left school before graduating.)

A. Which of the following were the most important reasons for your leaving school?

___1. Would rather work than attend school
___2. To get married
___3. Poor health
___4. Parents wanted me to leave school
___5. Disliked a certain teacher
___6. Disliked a certain course
___7. Poor grades
___8. Expelled
___9. Needed to help support my family
__10. Others (please list)_____

B. Which of the following might have helped keep you in school?

___1. Changing a class
___2. Opportunity to work part-time
___3. Help from a counselor
___4. Specific job training
___5. More help from my teachers with my school work
___6. Different friends or more friends
___7. More support from my family toward staying in school
___8. Nothing could have helped
___9. Others (please list)_____

C. 1. Did your counselor talk with you about your decision to leave school? Yes___ No___
2. Are you satisfied with your decision? Yes___ No___
3. Have you contacted the counselor for any reason since leaving school? Yes___ No___
4. Have you taken or are you planning to take the General Education Development (GED) Test? Yes___ No___

COMMENTS:

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Section c: Parent Survey

Parents provide from infancy the most fundamental aspect of the child's education and are able to provide counselors with assistance in working with their children. Since furtherance of the relationship between school, parents and community is an extremely important outcome of the guidance process, involvement of parents is considered to be an essential ingredient of a successful program (Hill, 1965).

A survey of parental attitudes and opinions concerning their perceptions of the guidance program serves the concomitant purposes of personally involving parents while the counselor is gaining growing awareness of his social utility (Peters and Shertzer, 1963).

Parents are typically better educated, more interested and more willing to assume a partnership with the schools than ever before in history. Research indicates that parents have perceptions and expectations of what the school counselor should be doing and that they are frequently major determiners of chosen outcomes for a guidance program (Peters and Farwell, 1967).

Preparing a Parent Survey

A survey of parents should include questions which are simple, clearly stated and easy to answer. Both structured

and unstructured questions should be used, but an effort must be made to avoid questions in which answers are "forced." Extreme care must be taken in the wording of unstructured questions in order for the data to be both meaningful and manageable. Most questions to parents should be structured, but for greater insight into opinions and attitudes, one or two key unstructured questions should be included.

The order of questions is important to consider, e.g., they should begin with easy-to-answer, attention-getting questions and progress in a natural progression toward the more complex questions, grouping together similar topics. It is a well-supported generalization that the longer the questionnaire, the lower the rate of return and the less complete the answers. Thus, length must be considered (Baumel, 1964).

Task A.13

Date Completed _____

Complete parent survey. The following is a suggested style for collecting these data:

PARENT
SURVEY FORM

Identifying Data

Section I.

A. Check the type of contacts you have had with your child's counselor.

___1. Participated in large group meeting or program conducted by the counselor
___2. Individual conference with the counselor
___3. Conference with the counselor and other school personnel (teacher, principal, nurse, etc.)
___4. Telephone conversation with the counselor
___5. Received letter or bulletin from the counselor
___6. Home visit by the counselor

B. How valuable do you feel the counselor's services have been to you?
___great value ___some value ___little value ___no value

Section II.

A. Check the type of contacts your child has had with the counselor. If more than one child is in school think only of the oldest. Use your knowledge of the contacts, do not ask the child.

___1. Individual conference requested by the counselor
___2. Conference requested by the child
___3. Received special materials from the counselor (books, pamphlets, catalogs, etc.)
___4. Small group meeting organized by the counselor
___5. Orientation meeting when the child moved from one school to another
___6. Regular guidance class conducted by the counselor

B. How valuable do you feel the counselor's services have been to your child?
___great value ___some value ___little value ___no value

Section III. Before each statement printed on the following page indicate how well you feel the counselors are fulfilling that role by checking one of the four spaces--very well, well, poorly or ?. "?" indicates that you are not familiar with that part of the counselor's services.

VERY WELL	WELL	POORLY	?	
___	___	___	___	1. Helps parents to better understand their children's academic progress in school.
___	___	___	___	2. Helps parents to better understand their children's interests and abilities
___	___	___	___	3. Helps parents to better understand the school's total educational program.
___	___	___	___	4. Makes it easier for parents to contact the school concerning their children.
___	___	___	___	5. Helps children to improve academically.
___	___	___	___	6. Helps children to better adjust to the school situation.
___	___	___	___	7. Helps to develop positive attitudes and values in the children.
___	___	___	___	8. Provides information on sources of help for the child available in the community.
___	___	___	___	9. Assists parents in making decisions concerning the child's welfare.
___	___	___	___	10. Assists children in assuming more personal responsibility.
___	___	___	___	11. Assists parents concerning realistic planning for the child's future.

B. 1. What do you consider to be the major strengths of the school guidance program?

2. What do you consider to be the major weaknesses of the school guidance program? How could these weaknesses be improved?

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Component 3: UNDERSTANDING THE PERCEPTIONS OF THE GUIDANCE PROGRAM'S VARIOUS PUBLICS

Section d: Present Student Guidance Awareness Survey

The purpose of the present student survey is to assist in the evaluation of present conditions by which proposals for development and improvement of the guidance services can be made. A survey of this type is developed to answer questions concerning the immediate day-by-day functioning of the guidance program. Hill (1965) calls this "action research." With this in mind, the present student body is surveyed to determine individual student perceptions of the guidance program.

With the knowledge acquired from this and other suggested surveys, it is hoped that a program can be developed with clearly stated objectives. From these objectives, activities can be devised whereby the things we want to happen will happen. It can no longer be assumed that these happenings will occur merely on faith or because we say so. Assessment components must be built into the program to assess our models. The assessment can vary from sophisticated research designs to one of merely counting items or events. Revelations can come from asking the right questions via survey instruments for purposes of getting to know a given public. This is not expected to be a terminal activity. Yearly evaluations and some surveys will be made for purposes

of keeping current with the needs of the population being served.

Task A.14

Date Completed _____

Complete survey of present guidance awareness. The following suggested guidelines are provided to assist you in developing materials for this section:

The instruments developed for this section of the self-study are found on the following pages. The secondary student survey can be given to the students to complete with little explanation other than an orientation to the purposes of the survey. The elementary student survey can be used with students in the intermediate grades, probably the best method being to have an adult read the items to them and clarify any questions they may have as they fill in the answers. For the primary grades, either a very few open-ended questions or a group discussion technique will be required. Along with the student awareness forms are follow-up forms to be used to gather data from senior high school students concerning the services they received in junior high school and from junior high school students concerning the services they received in elementary school. The rationale for administering such follow-up surveys to students still in school is the assumption that most former students' answers will refer to their counseling experiences during the last few years in school and that this data will not reveal any feelings about counseling services in the earlier grades.

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SECONDARY STUDENT GUIDANCE AWARENESS
SURVEY FORM

Identifying Data

Section I. The statements below refer to the counselors and the guidance activities in your school. If the statement is generally true, circle "T," if the statement is generally false, circle "F," and if you don't know, circle "?."

T F ? 1. Helps you to plan your course of study and select courses
T F ? 2. Provides information on jobs or schools you are interested in
T F ? 3. Explains the results of achievement test batteries
T F ? 4. Helps the students solve problems with teachers
T F ? 5. Holds group meetings to discuss problems, school regulations or other topics
T F ? 6. Helps you with study problems
T F ? 7. Helps you work out problems with other students
T F ? 8. Talks with you about your future plans
T F ? 9. Helps you understand your abilities
T F ? 10. Tells you what you should do
T F ? 11. Lets you make your own decisions
T F ? 12. Helps students who are in trouble
T F ? 13. Disciplines students who cause trouble
T F ? 14. Is interested in what you have to say
T F ? 15. Is someone you can trust not to repeat what you told him/her
T F ? 16. Works mostly with college bound students
T F ? 17. Works with parents to help their children
T F ? 18. Is around when you need him/her
T F ? 19. Is a friendly person
T F ? 20. Tries to help but can't really do anything

Section II. Below is a list of things counselors do. Check the two or three you believe the counselors in your school spend most of their time doing.

___1. Talking to students individually
___2. Meeting with students in groups
___3. Giving tests
___4. Working with parents
___5. Meeting with teachers
___6. Writing transcripts for colleges and recommendations for jobs
___7. Keeping the school records up-to-date
___8. Attending meetings outside the school

ELEMENTARY STUDENT GUIDANCE AWARENESS
SURVEY FORM

Identifying Data

Section I.

___Yes ___No 1. Do you know who your school counselor is?

___Yes ___No 2. Have you ever talked to the counselor about a problem?

___Yes ___No 3. Has the counselor ever talked to your class?

___Yes ___No 4. Has the counselor ever talked to your parents in person or on the phone?

___Yes ___No 5. Has the counselor ever helped you solve a problem?

Section II. How do you think the counselor could be of more help to you?

Section III. What do you think the counselor does most of the time he's at the school?

JUNIOR HIGH SCHOOL FOLLOW-UP
SURVEY FORM

Identifying Data

To answer the following questions, think of the guidance services you received in junior high school. Do not confuse them with the guidance services you are receiving now in senior high school.

Section I. Check in which of the following areas the counselors were of help to you and to what degree.

	MUCH	SOME	LITTLE	DID NOT SEEK THIS SERVICE
1. Course selection	___	___	___	___
2. Understanding your abilities	___	___	___	___
3. Solving a problem with your family	___	___	___	___
4. Solving a problem with other students	___	___	___	___
5. Solving a problem with a teacher	___	___	___	___
6. Changing a class	___	___	___	___
7. Seeking occupational information	___	___	___	___
8. Finding a tutor	___	___	___	___
9. Getting help outside the school	___	___	___	___
10. Finding a job	___	___	___	___
11. Other (specify)_____	___	___	___	___

Section II. 1. In junior high did you meet with your counselor:

____ in an individual conference
____ in a small group session
____ in a classroom

2. Did you feel free to contact your counselor in junior high? ____Yes ____No
3. Did your parents contact the counselor? ____Yes ____No
4. Did you feel the guidance services in junior high were of much help to you? ____Yes ____No

Section III. Please comment on the strengths and weaknesses of the junior high guidance program. Any suggestions for improvement?

ELEMENTARY SCHOOL FOLLOW-UP
SURVEY FORM

Identifying Data

To answer the following questions, think of the guidance services you received in elementary school. Do not confuse them with the guidance services you are receiving now in junior high school.

Section I.
1. Do you know who the counselor was in your elementary school? ___Yes ___No
2. Did you ever talk to the counselor alone? ___Yes ___No
3. Did you ever talk to the counselor with a group of other students? ___Yes ___No
4. Did the counselor ever come to your classroom to talk to the students? ___Yes ___No
5. Did the counselor ever talk to your parents? ___Yes ___No

Section II.

A. In what area, if any, was the counselor most helpful to you? (check one)
___1. Problem with school work
___2. Home problem
___3. Problem with another student
___4. Understanding test results
___5. Problem with a teacher

B. In what area could the counselor have been more helpful?
___1. Problem with school work
___2. Home problem
___3. Problem with another student
___4. Understanding test results
___5. Problem with a teacher

Section III. What do you think the elementary counselor's job was? Explain as well as you can.

Component 3: UNDERSTANDING THE PERCEPTIONS OF THE GUIDANCE PROGRAM'S VARIOUS PUBLICS

Section e: Teacher Survey

Success of the guidance process is dependent upon the teacher's perception of his own contribution as an indispensable member of the guidance team. Necessity for coordinated action exists between the counselor and the teacher whose role is vital to the integration of guidance into the total educational effort. Hill (1965) suggests that teachers' guidance roles are supportive and consultative to the counselor and that they also provide referral and service functions. The roles are supplemental.

Teachers comprise the greatest number of professional personnel in the most immediate strategic position for day-to-day observations of the pupil. Involvement in the evaluative process, while revealing valuable information to the counselor, concomitantly serves to stimulate interest in gaining a better understanding and making more effective use of program activities.

Task A.15

Date Completed _____

Collect data through a teacher survey. A sample survey follows which can be adapted for local usage:

TEACHER EVALUATION OF THE COUNSELING SERVICES
SURVEY FORM

Identifying Data

Section I. Please answer the questions in the following way:

Yes No ? If "Yes" is a better answer than "No" circle "Yes."
Yes No ? If "No" is a better answer than "Yes" circle "No."
Yes No ? If you don't know which is better or if it does not apply circle "?."

Yes No ? 1. Do you feel that individual student records are easily accessible?
Yes No ? 2. Do you use the cumulative records of your students?
Yes No ? 3. Are the cumulative records complete and accurate?
Yes No ? 4. Do you understand how to interpret standardized test results?
Yes No ? 5. Do you feel that the school testing program is helpful?
Yes No ? 6. Has a counselor ever helped you to understand standardized test results?
Yes No ? 7. Do you make use of test results?
Yes No ? 8. Do you feel that test results are being used purposefully?
Yes No ? 9. Does the school have available materials describing occupations which are related to your teaching field?
Yes No ? 10. Has the counselor ever helped you with occupational materials concerning your subjects?
Yes No ? 11. Is information available concerning occupations of your school's graduates?
Yes No ? 12. Have students been referred to you for special help concerning occupations?
Yes No ? 13. Do you take class time to provide information to students about careers?
Yes No ? 14. Is a student able to see a counselor easily when a need arises?
Yes No ? 15. Do you think that every school should have at least one counselor who has time to help individual students?
Yes No ? 16. Is talking to a counselor helpful to most students who see him?
Yes No ? 17. Are you aware of any group work being done by the counselors?
Yes No ? 18. Do you think that group counseling would be beneficial to some of your students?
Yes No ? 19. Have you been able to include any guidance topics in your classes?
Yes No ? 20. Does the counselor usually report back to you concerning a student whom you have referred?

Yes No ? 21. Do you believe that you understand the purposes of the guidance program in our school?
Yes No ? 22. Do you believe that you are part of the guidance program?
Yes No ? 23. Do you ever refer students to the counselor?
Yes No ? 24. Do you think that teachers should participate in deciding placement of students into groups?
Yes No ? 25. Do you believe that counselors and teachers are trying to accomplish similar purposes in our school?
Yes No ? 26. Do you welcome calls or visits from parents?
Yes No ? 27. Do you think that parents should call the counselor if their children are having academic difficulties?
Yes No ? 28. Would you appreciate the counselor initiating and participating in a conference involving the parents of one of your students?
Yes No ? 29. Do you feel that parents are sufficiently involved in the guidance program?
Yes No ? 30. Have any of your students been referred to an outside agency?
Yes No ? 31. Are you aware of counselor referrals to outside agencies?
Yes No ? 32. Have you ever had any feedback from a referral agency?
Yes No ? 33. Is the orientation program into our school adequate?
Yes No ? 34. Do the counselors make an effort to acquaint new teachers with the school?
Yes No ? 35. Do you usually learn how your students progress after they leave you?
Yes No ? 36. Are you aware of any follow-up studies compiled by guidance personnel?
Yes No ? 37. Do you think follow-up studies are of value to you in your teaching?
Yes No ? 38. Are your classes disrupted unnecessarily by counselors?
Yes No ? 39. Do you feel that a student should ever be permitted to see the counselor during class time?
Yes No ? 40. Do you have adequate time to see the counselor when the need arises?
Yes No ? 41. Is the counselor usually available within a reasonable amount of time when you ask for a conference?
Yes No ? 42. Have you ever requested a conference with a counselor?
Yes No ? 43. Do you think that the guidance facilities are adequate?
Yes No ? 44. Do you feel that the teacher should be a part of the guidance program?
Yes No ? 45. Do counselors help to make you aware of the special needs of some of your students?
Yes No ? 46. Do you think that a good guidance program can be helpful to teachers?
Yes No ? 47. Is the guidance program in our school helpful to you?
Yes No ? 48. Is the guidance program in our school helpful to students?
Yes No ? 49. Do you usually try to identify students with guidance needs and refer them to the counselor?
Yes No ? 50. Do you think that evaluation of our guidance program may result in improvement of services?

Section II. Listed below are 12 elements that comprise a program of guidance and counseling services. In front of the three that you consider most important for the counselor to carry out, put an M. In front of the three that you consider least important for counselors to carry out, put an L. If in your district you feel there are certain other functions, not covered by this list, that the counselors are involved in and which should be among the three most important or three least important, write them in the blank spaces provided.

____ 1. Keep an up-dated system of pupil records.
____ 2. Administer the standardized testing program.
____ 3. Develop a library of occupational and educational information.
____ 4. Individual counseling
____ 5. Group counseling
____ 6. Maintain communication among the staff concerning pupil problems.
____ 7. Provide counseling services to parents.
____ 8. Serve as liaison with community agencies and referral sources.
____ 9. Function in a team approach with other pupil personnel specialists.
____ 10. Provide orientation activities for students moving from one educational level to another.
____ 11. Provide placement assistance for students entering the labor market or post-secondary education.
____ 12. Do research on student characteristics and desires to support the planning of instructional and guidance services.
____ 13.

____ 14.

____ 15.

Section III. How well do the counselors adhere to the priorities you have set in Section II? What steps could be taken to improve the guidance and counseling services?

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PHASE A.2 INTERPRETING AND ANALYZING THE DATA

In order to use the data that will be collected during Phase A of this self-study process, it must be organized and analyzed. The vehicle for accomplishing this task is statistical procedure. A workable knowledge of certain basic statistical concepts is necessary for the development of a data base for the Phase B tasks associated with the preparation of guidance program objectives and sub-objectives. The types of data analyses and the approaches used in the collection, tabulation and ordering of information will vary among schools consistent with such factors as data processing and computor capabilities and the statistical competencies of the staff. The principal point to be made at this time is that no one data analysis model must be followed. The statistics to be used are determined by the characteristics of your data and the type of questions you wish to answer before initiating Phase B.

Concurrent with the preparation of data collection instruments must be the formulation of the plan for the statistical analysis of data to be collected. The reason for dual planning is necessitated by the fact that only certain statistical procedures may be successfully applied to various types of data. Thus, it is wise to remember that what you get is what you got. The data may turn out to be useless unless it can be related to the questions for which you sought information.

In this brief statement there will be a discussion of three types of data: categorical, ranked and metric. Each of these will be very briefly reviewed.

Information and/or observations which differ to the extent that makes it possible to group them into the same or different classes or categories

are labelled categorical data. Examples would be automobiles versus motorcycles versus bicycles, or males and females. Nobody should be much surprised to learn that much of our thinking results in categorizing because we have a tendency to group things around us into class, and then deal with them as members of a class rather than unique things or individuals. Categorical data can therefore be characterized as consisting of only qualitative differences. In a statistical sense about all that can be done with this type of data is a frequency count of the observations after they are placed in the proper category. Categorical measures may be arranged with respect to two different qualities of objects at the same time. By utilizing this technique the value of categorical data may become more useful and descriptive of a specific condition. For example, one may wish to categorize student dropouts in terms of their sex and the grade level in which they terminated school attendance. You would accomplish this simply by tabulating your data on a matrix (grid) with sex on one axis and grade level on the other axis. A summary of the data would most likely be a count of the number of observations, i.e., dropouts, assigned to each category of the table.

Ranked data are by definition a series of observations which reflect their relative position on some characteristic, but do not yield a numerical value for the characteristic. An example would be the ranking of high school graduates. The information that A. Breeze ranked 25th in a class of 100 tells something: he did better than 75 of his classmates but poorer than 24. However, what is known about his general level of achievement? When reporting information by means of a rank order nothing but the position within a given class is established by the ranked data. Many

interesting and important questions about individuals and the entire grouping remains unanswerable with only this type of data.

The third type of data discussed here is called metric or numerical data. They consist of observations concerned with a property or characteristic of anything that has been measured and expressed on some sort of a numerical scale. Normally when one sees the term "score" used in the context of statistics it refers to metric data. Metric data represented by scores are one of several possible numbers which can be assigned unambiguously to a sample of behavior without considering the relationship of that sample of behavior to other similar samples, i.e., without ranking.

Typically, scores derived from attitude scales, performance measures and most rating methods are metric data. This type of data, when properly interpreted, reveal rather specific characteristics about the individual. This is to say that metric data imply some point on a dimension of a characteristic rather than only a position in a group.

At the beginning of this section, the reader was advised to plan the method of statistical analysis concurrent with the formulation of the data collection instruments. That suggestion was offered not because of a set of mystical statistical rules which will block your analysis of the various types of data, but as a good management technique so that you will be able to secure the type of answers you anticipate. Some educational researchers feel that most questions of scientific interest are ultimately expressed in terms of relationships between or among metric scales. The use of categorical and ranked data is legitimate and at times useful. One must be aware, however, that the use of descriptive statistical techniques, e.g., mean, standard deviation, etc., with ranked data does not have the descriptive value of the same indices computed on

metric data. Data reported as some type of score, that is metric data, lends itself to most any type of statistical analysis. Therefore, if your self study will ultimately result in expressing guidance program objectives in behavioral terminology, one should definitely seek as much as possible metric data on the various sub-populations served by the program.

Because of the range of available procedures and the space restrictions of this manual, specific statistical techniques will not be discussed. The various descriptive and inferential statistical techniques useful in analyzing your data are available from several sources--standard text books such as those listed below, the consultant assigned to your school, colleagues on your staff, instructional staff at colleges.

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PHASE A.3 REPORTING THE DATA

Once the data have been collected and the relevant statistics computed the remaining problem is how to report the data. Diagrammatically, the data could be reported by use of a graph. Otherwise, it could be desirable just to prepare a table of data using some appropriate scale.

The most common graphs are the frequency polygon, which is the familiar jagged line graph, the histogram and the bar graph. Properly these graphs are used to represent two different types of data. The frequency polygon and histogram are used to illustrate continuous data such as age, weight or population change. The bar graph is used to indicate discrete data such as the number of students in each grade or comparative mean reading scores between several elementary schools.

In addition to raw scores there are several standard scores commonly used in preparing a table of values. Quartiles are large intervals obtained by ordering the raw scores and dividing them into four parts with an equal number of scores falling into each part. Stanines are based on the normal curve and are formed by dividing the baseline of the normal curve into nine equal segments. Percentiles are similar to quartiles except that the raw scores are separated into 100 equal groups. The three scores discussed above do bear a direct relationship one to the other. Selecting which to use is, therefore, largely a matter of choice as to how gross a frequency indicator is desirable.

As the outlined tasks in Phase A are completed, a summary report including the interpretation and analysis of the findings should be added to the program packet in sequential order. Materials should be summarized in the most concise, descriptive manner.

Phase B

INTRODUCTION

Phase B is the second of three phases in the total self-study process. At this point you have gathered a great deal of information from a variety of sources and have reported it in summary form. Although you no doubt have formed impressions about effectiveness and gaps in your guidance program, you have not as yet been provided with organized procedures for doing so. Therefore, a major part of Phase B will be devoted to interpretations of your various kinds of information to assist you in developing objectives and activities for your guidance program.

The steps for Phase B are:

1. Interpret the information which you have gathered about characteristics of your school and community in light of their influence on the guidance program.
2. Interpret the information gathered from surveys completed by administrators, teachers, parents, former and present students and counselors concerning their expectations for guidance services.
3. Develop a statement of goals for your guidance program.
4. Develop specific objectives for your guidance program based on your goals.
5. Specify activities designed to achieve your objectives.
6. State methods to be used in determining to what extent your objectives are met.

The information contained on these pages is designed to guide you in carrying out Phase B. It should provide you with an organized way to develop

goal, objectives and activities for a guidance program which will meet the needs of the pupils in your school district.

Five sections make up Phase B of the self-study program. Each includes a description of the task you should accomplish and instructions for accomplishing it. In sections where it was considered helpful, a format for summarizing information is shown, as are examples from a hypothetical school district.

References related to objectives for a guidance program are listed at the end of Phase B. In addition, a list of references related to all aspects of school guidance programs will be made available as a supplement to the self-study materials.

PHASE B.1

INTERPRETING INFORMATION ABOUT YOUR
COMMUNITY AND SCHOOL

COMMUNITY INFORMATION

Task: Your task is threefold.

1. Identify those characteristics of your community which influence the schools, either directly or indirectly.
2. Specify the actual or potential influence on the school of each characteristic.
3. State the implications that this influence has for current or modified guidance services.

Instructions:

1. Identify specific characteristics by asking the question, "What is something about my community which directly or indirectly affects our schools?"
2. Focus on a specific characteristic at a time even though many will overlap.
3. Organize characteristics by categories. This will help you to select those which affect guidance and will also help to prevent duplication. Characteristics will, for the most part, be drawn from the information which you gathered in Phase A concerning the community (see Phase A.1, component 1, Section a). The categories which you used in that activity may also be useful for this task.
4. Determine the influence that a given characteristic has on guidance by asking the questions, "How does this affect children in our school?"
5. Determine the implications by asking the question, "What should our guidance program do about it?"

Format and Example:

A useful summary format might be like the one shown below.

SAMPLE

ANALYSIS OF CHARACTERISTICS OF THE COMMUNITY WHICH AFFECT EDUCATION

Characteristic	Influence on the Schools	Implications for Guidance
I. Composition		
A. Ninety-five per cent of the residents of the community are white.	A. Most of the children have limited contact with people very different from themselves. Emphasis on social issues involving minority groups may not be seen as important.	A. If children are to learn about people very different from themselves, learning experiences of this kind will have to be provided. There should be personnel in the school who have skill in designing such experiences.
B. Parents encourage their children to finish school and stay in the area; children want to "get out."	B. There is likely to be conflict between children and their parents as decisions for the future are considered. Behavioral results of conflict are likely to be evident.	B. There needs to be school personnel with skill in working with children and their parents in conflict and with such results as drug use and runaways. There should also be school personnel able to help in conflicts before they become crises.

SCHOOL INFORMATION

Task: Your task is threefold:

1. Identify those characteristics of your school with which guidance is (or should be) concerned.
2. Specify the effect on students of each characteristic.
3. Determine how guidance is (or should be) concerned with it.

Instructions:

1. Identify by asking, "Of those characteristics of my school, which are (or should be) the concern of guidance?" (See Phase A.1, component 2, sections c, d, e and f for characteristics.)
2. Focus on one characteristic at a time.
3. Ask, "What is the influence on students of this characteristic?"
4. Ask, "What should guidance do about it?"

Format and Example: A useful summary format might be like the one found on the following page.

SAMPLE

ANALYSIS OF CHARACTERISTICS OF SCHOOL WHICH CONCERN GUIDANCE

Characteristic	Influence	What Should Guidance Do?
1. Students are "ability grouped" from 3rd grade. Students' social groups tend to be within groups.	1. Communication among pupils is within social groups but not between them. There is often dissension between groups which offer leads to open confrontation.	1. Channels for communication between groups should be developed so that alternates to confrontation can be developed.
2. Twenty-five per cent of all nonacademic students drop out by the end of 11th grade.	2. Dropouts typically say that "school has nothing to offer them." At the same time, there is a high rate of unemployment among dropouts.	2. Counselors should identify educational needs of these individuals and work actively toward developing programs designed to meet these needs.
3. Teachers tend to regard certain behavior as acceptable for girls and other behavior acceptable for boys. Girls are expected to be quiet and passive; boys are expected to be more active.	3. Sex stereotyping fostered in the elementary school continues throughout school. This may contribute to the higher grades which girls receive in elementary school.	3a. Teachers should be surveyed concerning their attitudes toward sex-role appropriate behavior. b. Teachers should be helped to identify ways in which they behave differently toward girls than toward boys and helped to learn to respond to children's behavior rather than their sex.

PHASE B.2

INTERPRETING INFORMATION GATHERED FROM ADMINISTRATORS, TEACHERS, PARENTS, CURRENT AND FORMER STUDENTS AND COUNSELORS

Task: Your task is to examine your summarized questionnaire results and identify areas where discrepancies exist.

Instructions:

1. Examine results which you have summarized from the questionnaires administered to each population. Ask, "In what specific areas are there discrepancies between results predicted by the guidance department and results actually obtained from each population?"
2. List the areas identified above. These will provide the basis for development of a substantial portion of your guidance program objectives.

PHASE B.3

DEVELOPING A STATEMENT OF GUIDANCE PROGRAM GOALS

Task: Develop a statement of goals to be achieved by an ideal guidance program for your school district. They will be based on:

1. Needs which currently exist for guidance services
2. Your school's statement of philosophy (See Phase A.1, component 2, section a for this information.)
3. Your guidance department's statement of philosophy (See Phase A.1, component 2, section a.)

Instructions:

1. Establish a working definition for a goal.
2. Refer to your lists of "Implications for guidance" and "What should guidance do about it?" from the previous section as your basic sources of information in establishing goals. These are actually statements of kinds of needs which exist for guidance services.
3. Your goals should contribute toward achievement of your school and your departmental philosophies.
4. Goals are general statements.
5. You will not have an extensive list of goals.

Examples: (Based on hypothetical information in previous section)

1. To help pupils develop awarenesses of opportunities and realities which exist beyond their immediate environment
2. To help pupils develop skill in problem solving
3. To help pupils gain skill in communication with members of different social groups

PHASE B.4

DEVELOPING OBJECTIVES AND ACTIVITIES FOR
YOUR GUIDANCE PROGRAM

Task: You are to develop a statement of objectives to be achieved through your guidance program, activities to be employed in achieving them and ways to be used in determining which objectives have been met.

Instructions:

1. For objectives:
   a. Objectives should be based on your goal statements developed in the previous section. Each goal statement will have many objectives drawn from it.
   b. Objectives should be stated so that those not familiar with guidance will understand them.
   c. Two questions may be useful in developing objectives:
      (1) What should pupils be able to do as a result of our guidance program:
      (2) How can we determine if a pupil is able to do it?
   d. Objectives should be very specific and focus on pupil behavior, that is, on what a pupil is observed to be doing. These guidelines may help:
      (1) Each objective should be stated in clear and definite terms which define the type of behavior a particular activity will help develop.
      (2) Each should include the behavior a pupil is expected to exhibit.
      (3) Each should describe the extent to which the behavior is to be exhibited.
   e. Your list of objectives will be very extensive. Therefore, a way of organizing them will be helpful. One way would be to state each

of your goals separately and then develop objectives from them organized by grade or developmental level.

f. You will prepare an extensive list of objectives; however it will not be complete. A need will continually exist for revision of current objectives and development of new ones. This will become evident as you evaluate the extent to which current objectives are met and as conditions change in your school and community.

2. For activities:

Each objective should include several alternative ways for accomplishing it. It should include activities to be accomplished by pupils at different developmental stages and who possess different kinds of competencies. It should include activities which seem easy to accomplish as well as those which now may seem idealistic. At this point, you need only be limited by your imagination.

3. For methods of assessment:

Each objective should include several ways of determining whether and to what extent it has been achieved. This is a crucial part of self-study, as it provides for continuing ways of determining whether various aspects of your program are effective.

Summary and Format: A summary format which may be useful is shown on the pages which follow.

SAMPLE

Goal: To help pupils develop awarenesses of opportunities and realities which exist beyond their immediate environment.

Objective	Activity	Methods of Assessment
Early Elementary (ages 5-8)		
1. Children will identify five jobs in which people in their community besides their parents engage.	1a. A fireman, doctor, "man from the electric company," etc. will speak or be presented to the children. His work will be described. b. Children will visit various work settings. c. Children will be asked to bring magazine pictures of workers who do things related to their home (garbage collectors, plumbers, etc.).	1. Each child will be able to name five kinds of workers and correctly answer the question "What does he do to help?"for at least four of them.
2. Children will identify three things that they would do to help a new child in school who the other children are making fun of.	2a. An "incomplete story" will be read, followed by a small group discussion. b. Children will role-play a situation where one of them is the new child. c. An actual situation will be discussed. d. A film on the subject will be shown and then discussed	2. Each child will explain or demonstrate three ways of helping the "new child."

SAMPLE

Goal: To help pupils develop awarenesses of opportunities and realities which exist beyond their immediate environment.

Objective	Activity	Method of Assessment
Early Adolescent (ages 12-15)		
1. Pupils will describe four occupations engaged in by people with interests and abilities similar to their own. They will describe each occupation in terms of major function and required skills and training.	1a. Pupils will be instructed in use of occupational files and given opportunities to use them. b. Films on various occupations will be shown. c. Students will complete a programmed problem solving model on "Myself and the World of Work." d. In small groups organized by interest areas, pupils will discuss and examine various occupations through films and interviews. e. Students will travel to a nearby city to talk with workers in occupations of interest. f. Simulated work settings will be developed in the school.	1. Pupils will prepare descriptions of occupations which they have examined so that a person not familiar with the occupation will be able to describe its functions and requirements. When presentations are prepared, they will be presented to parents or other adults close to the pupil.
2. Pupils will define "bigotry" and "prejudice" and cite examples of how these are demonstrated when a minority group person (female, black, Puerto Rican) is trying to obtain employment.	2a. Small group discussions will be organized around these topics. b. Current news events will be used as a basis for discussion. c. Role playing will be used. d. Members of various minority groups will describe their experiences. e. Pupils will view a film in which an employer shows prejudice.	2. Each pupil will write three behavioral examples of prejudice shown by one individual to another. Reactions to such situations will be discussed.

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Phase C

PHASE C - PLANS FOR IMPLEMENTATION

The final phase deals with the transition from thought to action. Aware now of an agreed upon set of goals, objectives and activities, the counseling staff must translate these into a priority-ordered group of recommendations for action. Concomitant with the creation of the recommendations and the ordering of their priority should be a continuing search of the stated objectives for a rational basis and justification for those recommendations and that order.

It is then the responsibility of the counseling staff leadership to communicate the recommendations to those in the administrative hierarchy who have the necessary authority to provide support and facility for implementation. And it is the responsibility of the administration to respond to these recommendations.

From this process should grow an agreed upon plan of action, produced in part from the recommendations and in part from the administrative response.

As plan becomes action and action becomes result, there should be a continuing examination, through questionnaire, verbal inquiry, observed change and conference with involved personnel, of the entire ongoing process. It is assumed that most schools will be content with in-house internal surveillance, but the possibility of an invitational visitation from an external group remains an option available to the school district that may desire this type of assistance. Such a visitation may prove of value at any point in this unterminating phase.